

**IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

NOTICE OF INTENT

To initiate a

New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO
Name of College, School, or Division: College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s): College of Letters, Arts, & Social Sciences (Program in Organizational Sciences)

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical _____

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program ~~or Administrative/Research Unit~~
(circle one) leading to:

Bachelor of Science or Bachelor of Arts with a major in Organizational Sciences
(Degree or Certificate)

Proposed Starting Date: August 15, 2009

For New Programs:

Organizational Sciences
Program (i.e., degree) Title & CIP 2000

For Other Activity:

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation
- Contract Program
- Other

Dean's signature on file **10/8/08**

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

In the early part of the last century, many managers and their academic colleagues became concerned that there was little formal analysis of behavior in organizations. It was becoming increasingly evident that many problems in the workplace were the result of relationship failures. Examples of such failures included conflict between managers and employees, conflict between employees and other employees, conflict between groups within organizations, poor communication between organizations and the communities they serve, lack of proper coordination of efforts, lack of proper understanding of worker capabilities and training needs, lack of concern for both employee and manager professional development, and the inability of both managers and employees to understand that organizational success depends on leaders and workers keeping the natural tension between them from becoming destructive.

The movement that emerged was called the Human Relations Movement. Movement fare included some of the standard business school issues of the day, but went farther to draw from the behavioral and social sciences. Organizations of interest included, of course, private sector for-profit businesses. However, Movement leaders recognized that organizational relations problems affected all purpose-driven organizations, i.e., political organizations (e.g., legislative bodies, political parties, PACs), not-for-profit organizations (e.g., health care companies, charities, volunteer agencies), and public and private boards (e.g., boards of education, homeowners associations, church boards), to mention but a few. This breadth guaranteed that the Movement would be interdisciplinary, drawing on Business, Industrial/Organizational Psychology, Communication, Public Administration, Industrial Sociology, Educational Leadership and other disciplines.

The Movement grew and has now become mainstream. Elements of it can be found in any curriculum that focuses on organizations. It is not uncommon, for example, for business students to pursue relevant electives in organizational psychology and public administration, or for students in educational leadership to take courses in business and public administration. This is very manageable on campuses of comprehensive universities. It can be a problem for distance students, or students at satellite campuses. We are proposing a degree program to address both needs. The proposed degree will be the Bachelor of Science and Bachelor of Arts with a major in Organizational Sciences. The program will draw content from existing courses in many of the disciplines mentioned above. Having such a program will give guidance to students who are currently seeking similar interdisciplinary content and training through existing Bachelor of General Studies and BS/BA in Interdisciplinary Studies programs.

The General Studies degree is very useful for students who are happy to have their diploma reflect a very broad arts and sciences background. The Interdisciplinary BS and BA can be very helpful for students who wish to work with an advisor to tailor a very focused hybrid background that draws from more than one discipline (e.g., a professional writing program cobbled together from Journalism and English courses). Students interested in organizational relations have sometimes suggested to us that they want their diploma to be indicate a concentration in organizational relations and similar themes, but with the flexibility in choice of courses to pick those most relevant to their long-term goals or current needs.

We envision a degree program that is not only interdisciplinary, but that is able to bend and stretch (1) as external markets change, (2) as the departments offering the courses develop new areas of expertise, and (3) as other departments develop new courses that are potentially relevant. Currently, we project specializations in Organizational Science-General, Workplace Relations, and Not-for-profit/Community Development. The first two of these play on strengths already in place with our Organizational Dynamics Certificate. The Not-for-profit/Community specialization is particularly interesting because it has arisen in response to a student-driven initiative. A fourth specialization in Social Ecology that takes advantage of the university's expertise in natural resources and sustainable communities may be added in the future.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

As noted above skill sets that can be drawn from multiple disciplines are valuable. Most workplace problems (and opportunities) are human relations problems (and opportunities). The Not-for-Profit/Community option, in particular, was driven by a request from the Associate Students of the University of Idaho (ASUI) to develop just such a program. We expect the program to have a modest major count of 50-75 students. Because the courses are already routinely offered to serve other majors, the program will be very cost effective (e.g., there will be no standing faculty, no unique offices, and no unique administrative costs). This is not a distance education program; we believe most students will be in Moscow, with a few at the UI Coeur d'Alene Center. Supporting coursework in Communications and Business is available in CdA from sister institutions, NIC and LCSC.

Using this data, the decision was made to develop a certificate of completion in organizational leadership, called "Organizational Dynamics", using 400 level courses. With sufficient interest in the certificate, a masters degree could be developed.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

To receive the Bachelor's degree, students will need to meet existing University requirements for the degree (as approved by the Board and specified in the UI Catalog) by selecting from the courses listed later in this document. The Organizational Dynamics program is interdisciplinary and, with few exceptions (an Introduction course, OrgS 210, a new course in methodology, OrgS 444, and application/practicum/capstone courses, OrgS 310 and 410), will rely on courses that are already being offered successfully to meet needs within specific disciplines. As they are now, all the courses will be staffed by trained, qualified professors or instructors, and the courses are offered through accredited departments.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

We are unaware of any similar programs in the State of Idaho higher education system. Idaho State University recently submitted an NOI for an academic minor that overlaps conceptually with this proposal. However, that minor is far less comprehensive, and is closer in structure to the existing Leadership and Organizational Dynamics Certificates at UI, already approved.

Enrollment and Graduates (i.e., number of majors or other relevant data)
 By Institution for the Proposed Program
 Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI						
EITC						
ISU						
LCSC						
NIC						
UI						

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
EITC			
ISU			
LCSC			
NIC			
UI			

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The university has a mandate to provide continuing education, distance, and life-long learning opportunities to meet the needs of select, yet diverse constituencies in the state and region. The business and professional communities are a part of our constituency. We believe the program will provide individuals of all ages and abilities access to education, training, and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and life-long learners. (8-year plan, Vision and Mission, page 13)

6. Is the proposed program in the 8-year Plan? Indicate below.
 Yes X No _____

The program is currently being added to the newest revision of the 8-year plan.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY <u>10</u>	FY <u>11</u>	FY <u>12</u>	<u>Total</u>
A. Expenditures				
1. Personnel	14,300	8,800	8,800	31,900
2. Operating	2,200	2,200	2,200	6,600
3. Capital Outlay	0	0	0	0
4. Facilities	0	0	0	0
TOTAL:	16,500	11,000	11,000	38,500
B. Source of Funds				
1. Appropriated-reallocation	0	0	0	0
2. Appropriated – New	0	0	0	0
3. Federal				
4. Other: (Outreach)	16,500	11,000	11,000	38,500
TOTAL:	16,500	11,000	11,000	38,500
B. Nature of Funds				
1. Recurring *	11,000	11,000	11,000	33,000
2. Non-recurring **	5,500			5,500
TOTAL:	16,500	11,000	11,000	38,500

* Recurring is defined as ongoing operating budget for the program, which will become of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

NOTE: OrgS 210 is proposed as a 1-credit course; development costs are expected to be \$1100, one time. OrgS 444, a 4-credit course, will require one-time initial course development funds of \$4400. The funds for both of these courses will be seeded by existing outreach revenues. Once established, the 444 course will generate income to support instructor stipends, or to compensate a department for a faculty member's effort or time.

Because they involve oversight of individual student projects, OrgS 310 and 410 will not require the development efforts (or development funds) needed for a typical content or methods course. OrgS 310 and 410 staffing will be part of faculty members' advising obligations (just as similar courses are now in traditional majors). No additional revenues are needed (although small amounts of money may be needed on occasion to support student clerical or travel needs). The remaining courses for the program already exist and are already being offered. Modifications in location and delivery format (included as "operating expenses") will have to be made, and these will be funded by course and outreach fees generated by the courses. The revenue source figures above assume enrollments of 20 students per semester in 444. The outreach fee should produce \$24 per credit hour, and the program's share of regular course fees will be approximately \$40-100 per credit hour, depending on the students' full- or part-time status (we will be conservative here and assume \$45, based on our recent experiences with outreach courses).

Addendum to NOI for B.S./B.A. in Organizational Science

Required Coursework

1. **OrgS 210 (1 cr.) Introduction to Organizational Sciences.** An orientation course for students interested in pursuing the Bachelors Degree in Organizational Sciences. The goal of the course is to expose students to the major specializations offered by the degree program: General Organizational Science, Workplace Relations, and Nonprofit Community Organizations. Prerequisite: Completion of at least 15 credit hours of college level course work.
2. **OrgS 444 (4-cr.) Methods and Analysis in Organizational Science (4 cr).** Overview of the many tools of data gathering and analysis in the applied social sciences. Includes coverage of surveys, study design, analysis, online and bibliographic resources and archives, etc. Recommended preparation: STAT 251.
3. **Complete a minor or a certificate in one of the following areas:**

Minors: Aging Studies (possible)
American Studies
American Indian Studies
Business Administration
Communication Studies
History
International Studies
Justice Studies
Psychology
Political Science
 American Govt./Public Law
 Public Administration & Policy
Religious Studies
Sociology
Women's Studies
(Minors from other disciplines may be substituted with advisor approval, e.g.,
 Agribusiness, Rangeland Ecology and Management, Public Relations, etc.)

Certificates: Diversity & Stratification
Organizational Dynamics
Entrepreneurship
Leadership

4. **Complete 4 courses from the following:**

ANTH 101 Introduction to Anthropology
BUS 101 Introduction to Business Enterprises
COMM 111 Introduction to Communication Studies
JAMM 100 Media & Society
PSC 101 Introduction to Political Science and American Government
PSYC 101 Introduction to Psychology

SOC 101 Introduction to Sociology

5. **OrgS 310** (1-6 cr, max 6.) **Application/Experience in Organizational Sciences.** Hands-on experience with a business, governmental agency, community or nonprofit organization. Students will be expected to provide a written account of their experience that both documents the time spent, and that relates the experience to other coursework. Prerequisite: Permission of Instructor.
6. **Orgs 410** (1-6 cr, max 6.) **Capstone Project in Organizational Sciences.** Completion of a project with a business, governmental agency, community or nonprofit organization. The project can be research or service-based. Students will be expected to provide a final document that details all aspects of the project. Approval of a project proposal by the student's advisor should be sought before requesting permission to enroll. Prerequisite: Permission of Instructor.
7. **Pick a specialization from one of the following areas; select 6 courses, from at least 3 disciplines, from the courses listed for that specialization.**

Organizational Studies-General

ADOL 410 Foundations of Human Resource Development
AmSt 301 Studies in American Culture
BUS 311 Introduction to Management
BUS 413 Leadership and Organizational Behavior
COMM 235 Organizational Communication
COMM 331 Conflict Management
COMM 433 Organizational Communication Theory and Research
FCS 445 Issues in Work & Family Life
JAMM 340 Cultural Diversity and the Media
JS 333 White Collar Crime
PHIL 361 Professional Ethics
POLS 451 Public Administration
PSYC 320 Social Psychology
PSYC 345 Group Dynamics
PSYC 416 Industrial/Organizational Psychology
PSYC 404 Social Psych. in the Workplace
SOC 250 Social Conflict
SOC 301 Introduction to Diversity & Stratification (ANTH 301)
SOC 313 Collective Behavior
SOC 340 Social Change & Globalization

Workplace Relations

ADOL 410 Foundations of Human Resource Development
ADOL 473 Foundations of Adult Education & Adult Development
ANTH 327 Belief Systems
BUS 311 Introduction to Management
BUS 413 Leadership and Organizational Behavior
COMM 235 Organizational Communication
COMM 331 Conflict Management
COMM 335 Intercultural Communication
COMM 492 The Dark Side of Communication

HIST 425 Immigration and Ethnicity in the United States
PSYC 315 Psychology of Women
PSYC 320 Social Psychology
PSYC 345 Group Dynamics
PSYC 404 Social Psych. in the Workplace
PSYC 419 Adult Development & Aging
PSYC 470 Introduction to Chemical Addictions
POLS 423 Politics, Policy, & Gender
POLS 451 Public Administration
SOC 250 Social Conflict
SOC 301 Introduction to Diversity & Stratification (ANTH 301)
SOC 313 Collective Behavior
SOC 423 Social Class & Stratification
SOC 424 Sociology of Gender

Non-Profit and Community Organization

ADOL 410 Foundations of Human Resource Development
BUS 311 Introduction to Management
BUS 413 Leadership and Organizational Behavior
BUS 414 Entrepreneurship
COMM 347 Persuasion
COMM 404 Non-profit Fundraising (JAMM 404, OrgS 404)
COMM 431 Applied Business & Prof. Communication
CSS 481 Conservation Leadership
CSS 486 Public Involvement in Natural Resource Management
JAMM 252 Principles of Public Relations
JAMM 325 Publications Editing
JAMM 350 Public Relations Writing and Production
JAMM 444 Mass Media & Public Opinion
JAMM 452 Public Relations Campaign Design
POLS 335 American Interest Groups & Social Movements
POLS 423 Politics, Policy, & Gender
POLS 450 Nonprofit Organization & Management
POLS 451 Public Administration
POLS 452 Public Management Techniques
PSYC 320 Social Psychology
SOC 301 Introduction to Diversity & Stratification (ANTH 301)
SOC 315 Community Service Learning
FCS 448 Consumer Economic Issues

An additional specialization (or specializations) may be developed that takes advantage of the University's strategic initiatives in areas of Sustainability, Natural Resources, Technological Innovation and Transfer. Coursework will be drawn from the courses above, with additional courses from the College of Natural Resources and the College of Agriculture and Life Sciences (e.g., Social Ecology).

Program Learning Outcomes/Co-curricular Activities (if any)

1. Students who complete the Bachelors degree in OrgS should understand interpersonal workplace dynamics, including workplace conflict, workplace aggression, and factors that

affect workplace cooperation and competitiveness. They should understand the process, relationship, and financial issues that affect the development of successful community organizations..

2. They should understand the unique aspects of employment in both the private and public sectors in terms of the relative emphasis on entrepreneurial activities and public service. Relevant issues include budgeting, public/private decision-making, managerial norms and ethics, and public relations.
3. They should understand the fundamentals of leadership, i.e., personality characteristics that make great leaders, trainable skills that potential leaders can master, and situational factors that contribute to leadership success and failure.
4. They should understand the importance of team building and team member selection. They should be able to develop skills that would allow them to develop individual and team training programs.
5. As many of the students are expected to be “at work” in their communities, there will be ample opportunity to present and evaluate “real world” examples and case studies.

Measures of Success

See “Program effectiveness”, below.

Assessment

Course effectiveness. Because the courses in the program are already offered routinely and successfully, assessment of the effectiveness of each course will follow procedures each of the departments already has in place for course and instructor evaluation.

Program effectiveness. This will be assessed by the following means:

- 1 Enrollment growth and eventual enrollment sustainability are, of course, critical measures. Enrollments in these courses have been strong on our main campus and in trial offerings off-campus. We believe a major count of 50-75 would serve student interests without stressing course enrollments. We anticipate that the bulk of these students will be Moscow-based, with the UI Coeur d’Alene Center serving most of the remainder.
- 2 A process will be established that allows us to follow those who complete the degree. Their success in the public and/or private sector, and their sense that the program contributed to that success, will be assessed.
- 3 This will be a work and community-oriented program, and another measure of its value could be reports from employers and community leaders

Relevance to UI Strategic Plan Goals

1. TEACHING AND LEARNING GOAL: Engage students in a transformational experience of discovery, understanding, and global citizenship. Especially relevant: **Objective A** (Build and sustain competitive advantages through innovative curricula of distinction.), **strategies 3, 4, 6, and 7.** **Objective B** (Develop effective integrative learning activities to engage and expand student minds.), **strategies 3, 5, and 7.**

3. OUTREACH AND ENGAGEMENT GOAL: Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity. Especially relevant: **Objective A** (Build upon, strengthen, and connect the University of Idaho Extension with other parts of the University to engage in mutually beneficial partnerships with stakeholders.), **strategies 3, 4, and 6.** **Objective B** (Deliver undergraduate, graduate, continuing

professional education, and Extension programs and opportunities for life long learning), **strategies 2 and 3.**

Undergraduate Curricular Requirements

ORGANIZATIONAL SCIENCES (B.A. or B.S.)

Required course work includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree, and:

- OrgS 210 Introduction to Organizational Sciences (1 cr)
- OrgS 310 Applications/Experience in Organizational Sciences (1-6 cr)
- OrgS 410 Capstone Project in Organizational Sciences (1-6 cr)
- OrgS 444 Methods and Analysis in Organizational Science (4 cr)

Complete four of the following courses (12 cr):

- Anth 100 Introduction to Anthropology (3 cr)
- Bus 101 Introduction to Business Enterprises (3 cr)
- Comm 111 Introduction to Communication Studies (3 cr)
- JAMM 100 Media and Society (3 cr)
- PoIS 101 Introduction to Political Science and American Government (3 cr)
- Psyc 101 Introduction to Psychology (3 cr)
- Soc 101 Introduction to Sociology (3 cr)

Choose a specialization from one of the following areas; select 6 courses from at least 3 different disciplines from the courses listed for that specialization (18 cr):

Organizational Studies - General

- AdOL 410 Foundations of Human Resource Development (3 cr)
- AmSt 301 Studies in American Culture (3 cr)
- Bus 311 Introduction to Management (3 cr)
- Bus 413 Leadership and Organizational Behavior (3 cr)
- Comm 235 Organizational Communication (3 cr)
- Comm 331 Conflict Management (3 cr)
- Comm 433 Organizational Communication Theory and Research (3 cr)
- FCS 445 Issues in Work and Family Life (3 cr)
- JAMM 340 Cultural Diversity and the Media (3 cr)
- JS 333 White Collar Crime (3 cr)
- Phil 361 Professional Ethics (3 cr)
- PoIS 451 Public Administration (3 cr)
- Psyc 320 Introduction to Social Psychology (3 cr)
- Psyc 345 Group Dynamics (3 cr)
- Psyc 404 Special Topics (3 cr)
- Psyc 416 Industrial/Organizational Psychology (3 cr)
- Soc 250 Social Conflict (3 cr)
- Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
- Soc 313 Collective Behavior (3 cr)
- Soc 340 Social Change & Globalization (3 cr)

Workplace Relations

- AdOL 410 Foundations of Human Resource Development (3 cr)
- AdOL 473 Foundations of Adult Education and Adult Development (3 cr)
- Anth 327 Belief Systems (3 cr)
- Bus 311 Introduction to Management (3 cr)
- Bus 413 Leadership and Organizational Behavior (3 cr)
- Comm 235 Organizational Communication (3 cr)
- Comm 331 Conflict Management (3 cr)
- Comm 335 Intercultural Communication (3 cr)
- Comm 492 Dark Side of Communication (3 cr)
- Hist 425 Immigration and Ethnicity in the United States (3 cr)
- PoIS 451 Public Administration (3 cr)
- Psyc 315 Psychology of Women (3 cr)
- Psyc 320 Introduction to Social Psychology (3 cr)
- Psyc 345 Group Dynamics (3 cr)
- Psyc 404 Special Topics (3 cr)
- Psyc 419 Adult Development and Aging (3 cr)
- Psyc 470 Introduction to Chemical Addictions (3 cr)
- Soc 250 Social Conflict (3 cr)
- Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
- Soc 313 Collective Behavior (3 cr)
- Soc 423 Social Class & Stratification (3 cr)
- Soc 424 Sociology of Gender (3 cr)

Non-Profit and Community Organization

- AdOL 410 Foundations of Human Resource Development (3 cr)
- Bus 311 Introduction to Management (3 cr)
- Bus 413 Leadership and Organizational Behavior (3 cr)
- Bus 414 Entrepreneurship (3 cr)
- Comm 347 Persuasion (3 cr)
- Comm 404 Special Topics (3 cr)
- Comm 431 Applied Business and Professional Communication (3 cr)

CSS 481 Conservation Leadership (3 cr)
CSS 486 Public Involvement in Natural Resource Management (3 cr)
FCS 448 Consumer Economic Issues (3 cr)
JAMM 252 Principles of Public Relations (3 cr)
JAMM 325 Publications Editing (3 cr)
JAMM 350 Public Relations Writing and Production (3 cr)
JAMM 404 Special Topics (3 cr)
JAMM 444 Mass Media and Public Opinion (3 cr)
JAMM 452 Public Relations Campaign Design (3 cr)
OrgS 404 Special Topics (3 cr)
PoIS 450 Nonprofit Organization and Management (3 cr)
PoIS 451 Public Administration (3 cr)
PoIS 452 Administrative Law and Regulation (3 cr)
Psyc 320 Introduction to Social Psychology (3 cr)
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 315 Community Service Learning (3 cr)

One academic minor* or academic certificate chosen from the following (12-20 cr):

Academic Minors:

Aging Studies
American Indian Studies
American Studies
Communication Studies
History
International Studies
Justice Studies
Psychology
American Government/Public Law
Public Administration and Policy
Religious Studies
Sociology
Women's Studies

Academic Minors from other disciplines may be substituted with advisor's approval

Academic Certificates:

Diversity and Stratification
Entrepreneurship
Organizational Dynamics
University of Idaho Leadership Certificate

Electives to total 128 cr for the degree

*Note: If an academic minor is used to satisfy this requirement, the area of emphasis or academic minor required for the CLASS general B.S. requirements is also considered satisfied.